DOCUMENT RESUME

ED 267 263 CE 043 843

TITLE	Career Passport. Experience Profile Guide.
INSTITUTION	Fayette County Public Schools, Lexington, Ky.
SPONS AGENCY	Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE	30 Jun 84
NOTE	31p.
PUB TYPE	Guides - General (050)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Background; Career Education; *Employment Qualifications; High Schools; Job Search Methods; *Resumes (Personal); Secondary Education

ABSTRACT

This guide is intended to help the student develop an experience profile--similar to a resume--on himself/herself that can be used to assist him/her in finding a job and in planning a career. Each of the eight sections in the guide is designed to help the student think about and write in complete sentences information that will be used to build the experience profile. The eight sections are (1) background information, (2) volunteer experiences, (3) leisure activities, (4) paid work experiences, (5) education and training, (6) work-related attitudes, (7) experience-related skills and abilities, and (8) references. Each section provides instructions on how to complete corresponding pages (forms) in the attached Career Passport Experience Profile, as well as any other activities/exercises included in that section. Attachments include a job hunting guide outline with steps to successful job hunting and the Career Passport Experience Profile. (YLB)

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Career Passport

Experience Profile Guide

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Kentucky Department of Education
July 1, 1983 to June 30, 1984
Project Number: V24880013F

CE043843

PRIORITY IDENTIFICATION NUMBER
KY8413202

CAREER PASSPORT EXPERIENCE PROFILE

INTRODUCTION

This guide is to help you develop an Experience Profile on yourself which can be used to assist you in finding a job and in planning a career. The Experience Profile is very similar to a resumé. It will help you describe the various experiences that you have had in a way that will help employers better understand what skills and abilities you have for a job.

Finding and getting a job is an exciting opportunity but can often be frustrating and discouraging. Three problems often encountered are not having job experiences, not knowing whom to contact for job information, and not knowing how to present oneself to possible employers after contacts have been made. By working through this guide, you will be in a better position to handle these problems.

As you develop your Profile, keep three ideas in mind. One, the potential employer will want to know as much about your job qualifications as possible in a short period of time. Therefore, to be brief and to the point with your Experience Profile entries is important. However, be prepared to discuss any point in the Profile if an employer asks further questions in the interview. Two, you probably have many experiences which you have never before considered as being important in applying for a job. Consequently, as you go through this guide, you will need to spend some time and effort thinking about your experiences and what you know about yourself so that you will not miss any type of experience that is relevant or important. Remember, the employer will probably know very little about you; and it will be to your advantage to list all of your strengths and experiences. Three, if you have a carefully thought-out Profile that is well-organized, the employer will begin to assume that you are a well organized and thoughtful person.

This guide contains eight sections. Each of the eight sections is to help you think about and write in <u>COMPLETE SENTENCES</u> information which will be used to build your Experience Profile. The eight sections are summarized on the next page. Be sure to complete each section carefully and accurately. Good luck on your "Profile" adventure.

PROFILE GUIDE OUTLINE

SECTION I - BACKGROUND INFORMATION

Includes basic personal information for identification purposes.

SECTION II - VOLUNTEER EXPERIENCES

Includes any work or activity for which you were not paid, such as helping friends or neighbors, and family duties and responsibilities.

SECTION III - LEISURE ACTIVITIES

Includes your leisure time activities such as community clubs, athletic teams, church activities, and personal hobbies and interests.

SECTION IV - PAID WORK EXPERIENCES

Includes any activity for which you were paid, part-time or full-time employment.

SECTION V - EDUCATION AND TRAINING

Includes activities in school such as awards, achievements, athletics, clubs, vocational training, favorite classes and future plans.

SECTION VI - WORK-RELATED ATTITUDES

Includes activities to help determine what positive work attitudes you have developed and how you have demonstrated these.

SECTION VII- EXPERIENCE-RELATED SKILLS AND ABILITIES

Includes activities which will help you determine the skills and abilities you have developed because of your involvement in all of the sections listed above.

SECTION VIII- REFERENCES

Includes suggestions on how to select a good reference person. References are people who can recommend you to a potential employer.

YOUR CHALLENGE!

While preparing your Experience Profile, you will probably discover things about yourself that were previously unknown to you. Making these discoveries and acting on them involves personal challenges. To accept these challenges is to become open to future possibilities and to take action which leads to a more satisfying life.

A major stumbling block for all of us is overcoming narrow viewpoints and overly safe approaches to living. Beyond these blocks lie opportunities for discovering new viewpoints, attitudes, and actions; although this often involves a degree of risk. What are the challenges in developing your Experience Profile?

You will be challenged by the following:

Self-awareness -- you have accomplished more and possess greater abilities than you realize; you deserve more credit than you allow yourself.

Opportunities for community involvement -- you will come to see the number of available, realistic, and meaningful ways to participate in the community and the value of this involvement.

Career development -- you will look at your past and present interests, attitudes, and abilities in relationship to future occupational areas of interest.

Job search -- you will become more comfortable and knowledgeable with the job-hunting process and your chances of gaining satisfying employment will increase.

Choices in your life -- instead of following the path of least resistance, you can thoughtfully prepare for the path of your choosing.

HOW WILL I USE MY EXPERIENCE PROFILE? You can use your Experience Profile to

1) help you get a summer, part-time, or full-time job; fill out applications. You can take it with you on job interviews to promote better discussions with potential employers.

2) promote your personal career planning. It will help you choose high school and college classes, extra-curricular activities, community activities. and identify your abilities, interests, and skills for future decision-making.

HOW DO I GET STARTED? You will be asked to complete several exercises by reviewing and recalling your past experiences. Be as honest and thorough as possible. Try not to overlook any experiences, no matter how unimportant it may seem to you. The more effort you devote to your Experience Profile; the more useful it will be. Be sure to follow all instructions carefully.

SECTION I

BACKGROUND INFORMATION

This information provides the employer with basic personal information and shows that you have obtained a Social Security number. If you do not have a Social Security number, go to the Social Security Administration Office and apply for one. It is important that the Background Information be complete, accurate, and legible.

INSTRUCTIONS

1) Fill out Page A, located in the right pocket of your folder.

2) Return Page A to the right pocket.

IN EACH OF THE 8 SECTIONS, DO NOT INCLUDE ANY INFORMATION WHICH WOULD IDENTIFY YOUR RACE, RELIGION, NATIONAL ORIGIN, OR POLITICAL AFFILIATION.

SECTION II

VOLUNTEER EXPERIENCES

Have you had any meaningful work experiences for which you were NOT PAID? These include any work you did VOLUNTARILY for some ORGANIZATION (ex. schools, churches, hospitals, political groups, libraries, nursing homes, children's homes, social services (Big Brother) or INDIVIDUAL (ex. shopping, painting, cleaning, repairing, cooking, gardening). This volunteer work may also include FAMILY-RELATED chores or responsibilities that you have undertaken. Some examples of this kind of volunteer experience are care of elderly, care of children, shopping, cleaning, repairing and working in the yard. Even though you were not being paid, those chores do reflect your willingness and ability to work, as well as your chance to develop certain skills. This section of the guide is to help you remember and write down those volunteer experiences for potential employers. Be sure to include any leadership positions you held.

INSTRUCTIONS

1) On page B, list all of your non-paid or volunteer work experiences.

2) Look over the examples before you begin. When finished, return page B to the right pocket of your folder.

NAME OF ORGANIZATION,

INDIVIDUAL OR FAMILY	DESCRIPTION OF ROLE OR WORK	WHEN
Family responsibility (family)	I shopped regularly each week for groceries for my family.	Fall 1978-present
Neighbor (individual)	I helped a neighbor put a new roof on his house.	Fall 1979
Mallory Church (organization)	I served as a Sunday School teacher's aide for the young children's class (ages 3-5).	1978 (all year)

SECTION III

LEISURE TIME

What activities do you enjoy doing during your spare time? Do you have hobbies that you pursue on a regular basis? A "hobby" is an activity that is special to you and that indicates a genuine interest of yours. Do you participate in any organizations not connected with school? Do you attend these organizations on a regular basis?

When you write down your leisure activities, think about whether the skills or knowledge gained can be useful to you in a job setting.

INSTRUCTIONS

1) Use the space on Page C to describe your hobbies and participation in organizations associated with leisure time.

2) When finished, place Page C back in the right pocket of your folder.

Examples

Organization or Hobby	Description	When
1. Boy Scouts	By the end of two years, I had earned four merit badges.	1977-1979
2. CPR	At the completion of a Cardio-pulmonary resuscitation workshop, I received a certificate for CPR.	November, 1979-December, 1979
3. Camping	For two summers, I camped in the Smoky Mountains.	Began: 1978
4. Repairing and racing motorcycles	After tearing down and rebuilding two motorcycles, I participated in several local races during the past few months.	Began: 1976

SECTION IV

YOUR PAID WORK EXPERIENCES

Employers will be very much interested in any paid work experiences you may have had. This Career Passport lets them know that you have had experience in working and indicates skills you already have. Have you held any full-time positions? It is possible that you have not. Have you had any part-time jobs for which you were paid? These part-time jobs can include summer work, odd-jobs, and CETA work experience. Include anything for which you were paid.

INSTRUCTIONS

1. In the space on Page D, write down all of the paid work experiences you remember. Notice that there is one section for self-employment and one for employment with businesses or companies. See examples below before beginning.
2. When finished, place Page D back in right pocket of folder.

EXAMPLES

Employer	Type of job and description	When Held	Full time (F) Part time (P) Summers (S)
Seeler's Furniture Store	I worked on a truck with three people moving furniture and appliances from furniture stores to homes.	June-December, 1979	F
Neighbors	About twice a month, I mowed lawns, trimmed bushes, and raked for five families.	During 1978 and 1979 summers	S
Neighbors	About twice a month, I babysat with two children (ages five and seven) for parents in my community.	March, 1977, to March, 1978	P

SECTION V

EDUCATION AND TRAINING

Formal schooling activities, awards, and achievements are to be included in this section. Nearly everyone has attended school for some period of time during their lives. Regardless of the grades you receive, valuable experiences are gained in classes, school clubs, organizations, and other extracurricular activities. These experiences can be important in developing skills and attitudes necessary to find a job.

What experiences have you had with the following:

1) clubs
2) musical groups
3) athletic teams
4) awards
5) specialized skills or performances in a particular class
6) vocational or technical training programs
7) special responsibilities
8) honor societies
9) leadership roles
10) most enjoyable or useful class

Do not overlook any experiences you might have had. Please describe your activities specifically and fully. This information is very important since a potential employer may not be familiar with an activity in which you have been involved.

INSTRUCTIONS

1. Fill out the sample completely on Page E, located in the right pocket of your folder.
2. After finishing, place Page E back in the right pocket.

SECTION VI

WORK-RELATED ATTITUDES

This section of the guide is to help you answer the following two questions: What positive work-related attitudes have I developed? How have I demonstrated them? Your attitudes will be of particular interest to the employer. Most businesses seek persons who can show good records of positive work attitudes. A majority of failures on the job relate directly to displays of negative attitudes.

INSTRUCTIONS

Turn the page and begin working on the exercise.

YOUR WORK-RELATED ATTITUDES

The following is a list of twenty positive attitudes which employers value as important to success on the job. Which of these attitudes do you possess? How have you displayed these attitudes? In a job interview, to be able to tell an employer how you have demonstrated these attitudes in other jobs and activities is to your advantage.

INSTRUCTIONS

1. Circle the number of your five strongest attitudes.
2. On Page F, list these five attitudes and then complete the rest of the page. See the example at the bottom of this page.

ATTITUDES

1. Willingness to work hard
2. Flexibility
3. Determination
4. Orientation toward people
5. Accepting of differences in people
6. Responsibility
7. Willingness to learn/accept criticism
8. Ambition
9. Self-confidence
10. Self-discipline
11. Pride
12. Enthusiasm
13. Patience
14. Leadership
15. Assertiveness
16. Honesty
17. Loyalty
18. Reliability
19. Risk taking/trying new things
20. Neatness
21. Organization

WORK RELATED ATTITUDE	I HAVE DEMONSTRATED THIS BY:
1) Determination When: Summer, 1980 Where: Lakeview Long John Silver's	I learned to operate complicated machinery that very few others would attempt.
2) Self-discipline and reliability When: 1979-80 Where: paper route in Johnson City	I delivered newspapers at 6:00 a.m. each morning for nine months without missing a day.

SECTION VII

DETERMINING WHAT SKILLS AND ABILITIES YOU HAVE

As you begin to look for work, will you be able to describe your skills and abilities to potential employers?

This section will help you determine what skills you have already developed through

1) your Volunteer Experiences listed in Section II,

2) your Leisure Time activities listed in Section III,

3) your Paid Work experiences listed in Section IV,

4) and your Education and Training experiences listed in Section V.

INSTRUCTIONS

1) Remove pages B-E from the right pocket of your folder.

2) After reviewing all of your experiences, list not more than ten of your most positive, beneficial ones in the spaces provided on the next page (11).

3) Then place pages B-E back in the right pocket of your folder.

SECTION VII, CONTINUED

TEN MOST POSITIVE, BENEFICIAL EXPERIENCES (Write in complete sentences.)

1) _____

_____

2) _____

_____

3) _____

_____

4) _____

_____

5) _____

_____

6) _____

_____

7) _____

_____

8) _____

_____

9) _____

_____

10) _____

_____

AFTER YOU HAVE LISTED YOUR EXPERIENCES ABOVE, GO TO THE NEXT PAGE (12).

SECTION VII, CONTINUED

DETERMINING YOUR SKILLS AND ABILITIES
(CONTINUED)

Read all of the skill areas 1-10 below. Then circle the numbers of no more than five with which you have had experience based on what you have listed on the previous page. This list represents your most prominent skills and abilities.

1) PHYSICAL WORK: pushing, pulling, lifting, adjusting objects or products; using instruments or tools --
Examples: repairing a bike, auto; mowing lawns; building a dog house; using my hands; outdoor activities such as hiking or camping --

2) BUSINESS CONTACTS: buying, selling, talking, listening, promoting, bargaining; presenting ideas and facts about products or services --
Examples: paper route, selling candy or tickets, Junior Achievement --

3) ROUTINE, ORGANIZED WORK: repeating same tasks many times; task usually done in a short period of time; few decisions are necessary --
Examples: assembly-line work, washing dishes, fast food worker --

4) HELPING OR INSTRUCTING OTHERS: speaking, listening, communicating, teaching, or training to improve the physical mental or spiritual well-being of others --
Examples: candy striper, babysitter, trainer of animals, teaching, instructing, counseling --

5) GAINING APPRECIATION, PRESTIGE OR RECOGNITION: leading, planning, or managing others in areas of great responsibility; being recognized for acting, performing in sports, art, or music --
Examples: playing in the band, president of youth group, captain of a team, organizing a group --

6) COMMUNICATING IDEAS AND INFORMATION: presenting words, ideas through speaking, writing, acting, music or designing; informing through the media --
Examples: disc jockey, write for school paper, write songs, photography, dancing --

7) SCIENTIFIC AND TECHNICAL WORK: conducting research and analysis; recording scientific information; using technical methods, instruments and equipment; observing; inspecting --
Examples: lab assistant, participant in science fair, builder of models --

8) CREATIVE THINKING: using complex mental skills to solve problems or design projects; using imagination to create ideas and moods; improvising, organizing, acting decisively --
Examples: working puzzles, solving a math problem, writing poetry and songs --

9) USING PROCESSES, METHODS AND MACHINES: planning, scheduling, processing, controlling and evaluating data and things; having the desire to work with complex machines or computers --

10) PRODUCING OBJECTS: building, preparing, repairing, altering or restoring products using technical and artistic skills --
Examples: doing highly skilled crafts, using the printing press, cooking --

SEE NEXT PAGE FOR INSTRUCTIONS (13)

SECTION VII, CONTINUED

DETERMINING YOUR SKILLS AND ABILITIES

(CONTINUED)

INSTRUCTIONS

1) On page G, describe the five skills you circled. Then explain how you have demonstrated these skills.

2) To prompt your thinking, use the action words in each paragraph.

3) Use your ten experiences to provide the demonstrations.

4) After you complete page G, place it in the right pocket of your folder.

EXAMPLE

SKILLS AND ABILITIES

My skills and abilities:	How I have demonstrated this skill or ability:
1) Using tools, instruments to fix and repair When: 1977-present Where: St. Paul, Minnesota	I helped neighbors repair lawn mowers, bicycles, and appliances.
2) Organizing notes and books When: 1981 Where: Signet Bookstore	I separated and organized incoming stock and put them in the appropriate places.

SECTION VIII

REFERENCES

Do you know three adults who could provide valuable information about you to a future employer? These adults are referred to as references; they serve as reliable sources of information and give the employer a general assessment of your character and ability. The following points about references are important to remember:

1) Use only adults -- who are not related. Try to select people who can adequately judge your potential as an employee; examples might be past employers, teachers, coaches, persons operating voluntary programs in which you have participated, ministers, and long-time adult friends.

2) Try to choose adults with whom you still have regular contact. They will be more likely to remember you immediately if an employer telephones them to discuss you.

3) Try to choose people living in the same town.

4) Always ask the reference for permission before using their name.

5) Make sure the persons are able to provide positive information about you. Employers will probably contact references to ask about you.

INSTRUCTIONS

1) Complete Page H, found in the right pocket of your folder.

2) Return Page H to the right pocket.

CONGRATULATIONS!

Your efforts have paid off. You have completed the information necessary to develop your own Experience Profile.

GOOD LUCK!

SECTION VIII, CONTINUED

Date (such as December 1, 1982)

Mrs. Jane Doe
000 Smith Street
Lexington, Kentucky 40502

Dear Mrs. Doe:

I am preparing an Experience Profile for use in looking for a job. I would appreciate very much your writing a brief letter of reference for me. Would you please mention the following points in the letter:

1. The nature of our relationship (employer, friend, teacher, etc.)

2. How long you have known me; how long I worked for you

3. Positive attitudes or values you have observed in me (dependability, punctuality, willingness to learn, liking to work with people, honesty, etc.)

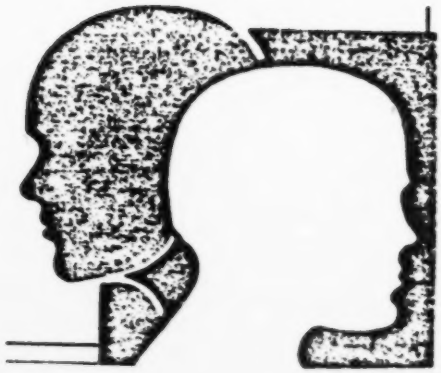
I will include the letter in my Experience Profile. The packet is being prepared with help from my teachers and the Bluegrass Education-Work Council. Since the letter will be photocopied for various potential employers, would you please use black ink or a typewriter.

Please do not hesitate to call me if you have questions. My telephone number is _____. Thank you very much for your help.

Sincerely,

(Sign your name)

** Any Reference Letters should go in the right pocket of your folder. **



NAME_____

Career Passport

Job Hunting Guide

Designed for use with your Experience Profile,
this Guide will assist you in your job search.

Kentucky Department of Education
Fayette County Board of Education
Project Director: Ed Murphy
July 1, 1983 to June 30, 1984

JOB HUNTING GUIDE OUTLINE

STEPS TO SUCCESSFUL JOB-HUNTING

Step 1 — KNOWING YOURSELF - Have you developed your own Experience Profile? Do you have a good understanding of your skills, abilities, interests and positive attitudes? Are you prepared to discuss these with potential employers?

Step 2 — FINDING OUT ABOUT THE JOB MARKET - You must match your skills with the jobs available. What are your options? Do you know where to find out about local job openings? There are many sources which will explain what the jobs are, what skills you will need and how to go about applying.

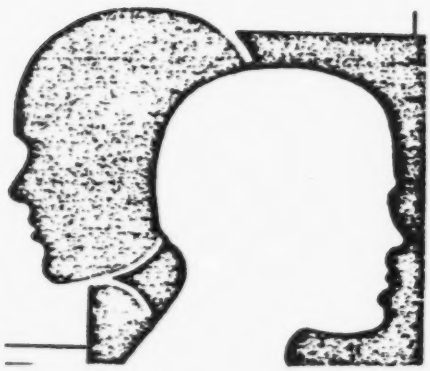
Step 3 — APPLYING AND INTERVIEWING FOR THE JOB - Now that you know what you want to do, what companies and businesses offer the kind of job you want? Do you know how to go about getting a job interview? How can you make sure you have a successful job interview?

Step 4 — GETTING AND KEEPING YOUR JOB - Now that you have the job, what should you do to establish a good work record? Are you willing to learn from your new job? Can you follow instructions and get along with fellow employees?

Step 5 — BUILDING YOUR EXPERIENCE PROFILE - What are you learning from your new job? What new skills can you add to your Experience Profile? By continuously updating and evaluating your Experience Profile you are preparing for your next job and your career.

9/83

NAME_____



Career Passport

Experience Profile Guide

Kentucky Department of Education
Fayette County Board of Education
Project Director: Ed Murphy
July 1, 1983 to June 30, 1984

Career Passport
Experience Profile

CAREER PASSPORT

WHAT IS IT?

The Career Passport Project is designed to assist young people in making the transition from school to work. A participant will develop a portfolio, called an Experience Profile, that contains a summary of life experiences. It will be used for purposes of job seeking and career planning.

The Experience Profile will go beyond traditional academic preparation. It will also include past employment; volunteer, community and leisure activities; work-related interests and attitudes; and specific skills and abilities.

WHY IS IT NEEDED?

Most young people are concerned about career planning and job hunting. Finding, getting and keeping the right job can be an exciting experience, but it can also be frustrating. Potential employers look for experience, but many young people have no applicable experience. Often, they don't have accurate job information and they may not know how to present themselves to potential employers.

The Career Passport Experience Profile is a realistic tool that guides the young person toward the development of background information that will paint a clear picture for the employer.

WHAT ARE THE BENEFITS OF THE CAREER PASSPORT?

Benefits to young people —

- Increased self-awareness and self-esteem through self-evaluation.
- Increased opportunity for personal development.
- Increased awareness of the responsibility for one's own career planning.
- Increased confidence for the job seeker; chances for successful employment improve as the job-seeking process is better understood.

Benefits to employers —

- Standardized format provides for a consistent information source.
- Improved communication with potential employees in the interview.
- Provides for a better match-up between applicant and job, resulting in lower turnover and higher productivity.
- Provides a more meaningful way of assessing the employment-related value of a wide range of youth experiences.

PROFILE GUIDE OUTLINE

SECTION I - BACKGROUND INFORMATION

Includes basic personal information for identification purposes.

SECTION II - VOLUNTEER EXPERIENCES

Includes any work or activity for which you were not paid, such as helping friends or neighbors, and family duties and responsibilities.

SECTION III - LEISURE ACTIVITIES

Includes your leisure time activities such as community clubs, athletic teams, church activities, and personal hobbies and interests.

SECTION IV - PAID WORK EXPERIENCES

Includes any activity for which you were paid, part-time or full-time employment.

SECTION V - EDUCATION AND TRAINING

Includes activities in school such as awards, achievements, athletics, clubs, vocational training, and favorite classes, and future plans.

SECTION VI - WORK-RELATED ATTITUDES

Includes activities to help determine what positive work attitudes you have developed and how you have demonstrated these.

SECTION VII - EXPERIENCE-RELATED SKILLS AND ABILITIES

Includes activities which will help you determine the skills and abilities you have developed because of your involvement in all of the sections listed above.

SECTION VIII - REFERENCES

Includes suggestions on how to select a good reference person. References are people who can recommend you to a potential employer.

Career Passport
Experience Profile

Fayette County Public Schools

The Career Passport Experience Profile presents a summary of a person's experiences that can be used for career planning purposes and gaining employment. Included are both paid and unpaid work experiences. The contents of this profile, having been organized with the assistance of a qualified adult, help show job-related skills and abilities to a potential employer.

Leadership in the initial development of this document was provided through the Bluegrass Education Work Council. People involved included employers, educators, parents, students and members of local youth-serving agencies.

Inquiries and comments relating to the Career Passport Experience Profile are welcomed. Please contact:

Fayette County Public Schools
Department of Instruction
701 East Main Street
Lexington, Kentucky 40502
Phone: (606) 259-1411

Initial development of the Career Passport Experience Profile was made possible by a grant from the U. S. Department of Labor through the National Institute for Work and Learning, Washington, D. C.

NAME _____ SOC. SEC. NO. _____-____-_____

ADDRESS _____
ZIP CODE

TELEPHONE _____ DATE OF BIRTH _____

SIGNATURE _____

VOLUNTEER

Organization, Individual or Family	Description	When
1.		
2.		
3.		
4.		
5.		

LEISURE

Organization or Hobby	Description	When
1.		
2.		
3.		
4.		
5.		

VOLUNTEER-LEISURE EXPERIENCE

PAID WORK-EDUCATION AND TRAINING

ATTITUDES-SKILLS AND ABILITIES

PAID WORK

Employer	Type of job and description	When	F,P,S
1.			
2.			
3.			
4.			
5.			

EDUCATION AND TRAINING

Schools attended: **Address**

_____ Jr. High _____ Graduate or intend to

_____ Sr. High _____ _____ graduate when _____

GED _____ When _____

Activities, Awards and Achievements: **When:**

Courses Developing Specific Skills:

Favorite Classes or Activities:

Future Education and Training Plans:

WORK-RELATED ATTITUDES

Attitude — **I have demonstrated this by:** (include where and when)

1.

Where:
When:

2.

Where:
When:

3.

Where:
When:

4.

Where:
When:

5.

Where:
When:

SKILLS AND ABILITIES

My skills and abilities are: — **How I have demonstrated this skill or ability:**

1.

When:
Where:

2.

When:
Where:

3.

When:
Where

4.

When:
Where:

5.

When:
Where:

MY GREATEST STRENGTHS ARE:

REFERENCES

1. NAME _____ PHONE _____

   ADDRESS _____ (STREET) _____ (CITY) _____ (STATE) _____ (ZIP)

   TITLE OR RELATIONSHIP _____ KNOWN FOR HOW LONG _____

1. NAME _____ PHONE _____

   ADDRESS _____ (STREET) _____ (CITY) _____ (STATE) _____ (ZIP)

   TITLE OR RELATIONSHIP _____ KNOWN FOR HOW LONG _____

1. NAME _____ PHONE _____

   ADDRESS _____ (STREET) _____ (CITY) _____ (STATE) _____ (ZIP)

   TITLE OR RELATIONSHIP _____ KNOWN FOR HOW LONG _____